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ABSTRACT

Presented are a code of ethics and competency statement developed to provide a structure for upgrading of professional services afforded learning disabled individuals. It is recommended that the code of ethics be used as a basis for conceptualizing appropriate educational practices for the learning disabled. It is explained that the code pertains to standards in the delivery of service, welfare of the individual served, research and publications, and tests and materials. The competency statements are broken down into general knowledge, assessment, and instruction for the following 11 areas: oral language, reading, written expression, spelling, mathematics, cognition, behavior management, counseling and consulting, career and vocational education, education operations, and historical-theoretical perspectives. Included in the competency standards are all aspects of the assessment, instructional management, and consulting skills now deemed necessary for successful practice in any role function in the field. (DB)

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CODE OF ETHICS AND COMPETENCIES FOR TEACHERS OF LEARNING DISABLED CHILDREN AND YOUTH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Division for Children with Learning Disabilities

1978

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PREFACE

The Division for Children with Learning Disabilities (DCLD) is an organization of professional educators who specialize in the education of learning disabled individuals. Throughout its ten year history, DCLD has taken as its major task, the establishment of proactive stances concerning those issues that directly affect the welfare of learning disabled persons. There can be little doubt that one of the major issues now confronting the field of Learning Disabilities is the development of professional standards that serve as touchstones for educators responsible for diagnosing and remediating the problems exhibited by learning disabled children and youth. It is the position of DCLD that the development and utilization of professional standards will directly determine the overall quality of service provided the learning disabled in our society. To be ultimately effective, a comprehensive set of standards must include (1) a code of ethics to crystallize the beliefs and policies of ethical learning disabled specialists and (2) standards of competence for professionals who serve the learning disabled. The Division for Children with Learning Disabilities has undertaken the ambitious task of developing a code of ethics and competency statements that are intended to provide a structure for the continual up-grading of professional services afforded learning disabled individuals.

For all intents and purposes DCLD's interest in the generation of professional standards began two and one-half years ago. During 1975, the president, Floyd G. Hudson, convened a caucus of parents and professionals who were intimately involved in the provision of services to learning disabled persons. The Caucus, held in New Orleans was attended by state coordinators of learning disabilities, faculties from university training programs, governmental representatives, parents, teachers, and other interested administrative personnel. The purpose of the Caucus was to specify the major trends and needs then extant in the field and to formulate strategies by which issues and problems may be most effectively addressed. While little in the way of definite products were forthcoming from this meeting, it was manifestly apparent that a primary and pressing need existed for the delineation of standards to serve as guideposts for the (1) initiation and modification of learning disabilities teacher training programs; (2) continued up-grading of certification standards for educators specializing in learning disabilities; and (3) establishment of criteria for monitoring on-going professional practices. Without such standards, the field of Learning Disabilities would continue to be largely disjointed with little or no framework upon which the professional educators could systematically advance the quality of service provided learning disabled children and youth.

During 1976-1977, under the active leadership of Donald D. Hammill, DCLD attempted to respond to the stated needs of the educational community as to what professional standards are necessary in order to insure that the services rendered to learning disabled persons are of optimal quality. Most significantly, two committees were charged with developing the professional standards that are presented in their final form within this document. One committee was given the task of generating a code of ethics. This group was most expertly chaired by Isabelle Y. Liberman of The University of Connecticut and included Becky Calkins, Betty Gallistel, Patricia Gillespie, Jean Hebler, Frank Vellutino, and Harold Weiner as committee members. Another committee assumed the responsibility of developing competency statements. This monumental assignment was finalized under the very able leadership of Phyllis Newcomer of Beaver College with the conscientious assistance of Patricia Magee, Judy Wilson, and Linda Brown. Each of the individuals on both committees gave generously of their time, energy, and expertise throughout the two year period required to complete the code of ethics and competency statements.

The potential uses for the code of ethics and competency statements are virtually unlimited. The code of ethics should be used as a basis for conceptualizing what constitutes appropriate educational practices for the learning disabled. This code for ethical practices pertains to standards in the delivery of service, welfare of the individual served, research and publications, and tests and materials. The use of these statements will enable professionals

to globally analyze their own as well as colleagues' behavior in providing ethical services to learning disabled persons. In addition, publications and other instructional media may also be consistently evaluated to determine their adequacy for use with the learning disabled.

The standards for competency should do much to alleviate current confusion regarding the skills and abilities needed by the learning disabilities specialists. The competency statements are designed to encompass a wide variety of content areas and to include all aspects of the assessment, instructional management, and consulting skills now deemed necessary for successful practice in any role function in the field. The specific areas addressed include: oral language, reading, written expression, spelling, mathematics, cognition, behavior management, counseling and consulting, career and vocational education, educational operations, and historical-theoretical perspectives. These standards may be profitably employed to serve as guidelines for developing pre-service and in-service teacher training programs, up-grading certification standards, establishment of employment criteria, and monitoring current professional practices.

The Division for Children with Learning Disabilities recognizes that the professional standards included in this document are not definitive in nature. Quite likely, they will never be. Rather, these professional standards represent an initial step in DCLD's efforts to offer the field a concise and usable framework upon which increasingly appropriate services will be provided the learning disabled. The code of ethics must be continually revised as changes occur within the field. The competency statements must be operationalized to provide: (1) a clear delineation of the abilities that are required for specific occupational roles in the field of Learning Disabilities; (2) a determination of the level of proficiency in each competency area that is necessary for successful performance in specific positions; and (3) compilation of realistic methods of ascertaining competence in each area. Much experimental and empirical investigation will be necessary to accomplish these ambitious tasks. The membership of DCLD must continue to take an active role in any future work on statements of professional standards. By working together, professional educators can achieve their ultimate goal, i.e., to provide optimal service to every learning disabled individual.

Stephen C. Larsen
President, 1977-78
Division for Children
with Learning Disabilities

CODE OF ETHICS

The members of the Division for Children with Learning Disabilities (DCLD) have a responsibility to offer services that reflect the highest possible concern for the welfare of the individuals they serve. Those members who are engaged in teaching, providing clinical services, and conducting research that is addressed to the educational and social needs of individuals designated as learning disabled should be committed to the development of the potential of each individual served. To be able to do this, members of DCLD should seek and obtain quality training in their respective fields by participating in courses of study sponsored by institutions of higher learning or by other agencies such as local in-service training programs. They should also strive to enhance communication with other disciplines to assure that each individual served receives the most appropriate services available. The welfare of the individual needing help and the lay and professional persons directly involved in providing service should be the primary concerns of the members of DCLD. Ethical Standards relating to professional competence, individual welfare, research and publications, and professional relationships are listed below.

1. Professional Competence

Each member of DCLD should be concerned with receiving quality training in skills necessary for serving the needs of learning disabled individuals. The institutions engaged in training should represent the highest standards of excellence among those providing such training, as judged by competent professionals in the field and appropriate accrediting agencies.

a. Members of DCLD should possess the proper qualifications necessary for providing the services represented by their respective disciplines. They should not attempt to deliver services for which they are not adequately trained.

b. Those members engaged in the training of each discipline represented in DCLD should strive to assure that trainees receive the skills considered necessary for effective delivery of services to learning disabled individuals.
c. Members of DCLD should be constantly upgrading their skills in their respective disciplines. They should attempt to remain informed as to the new developments in the broad field of learning disabilities as well as in their own disciplines.

2. Welfare of the individual served

Because the members of DCLD are both *consumers* and *producers* of service programs and technology that may affect an individual's life significantly, members must engage in a process whereby each individual identified as possessing learning disabilities is guaranteed that his/her welfare is of primary importance.

a. All members engaged in the identification, evaluation, and treatment of individuals designated learning disabled should adhere to practices that are in keeping with legal standards. Members must guarantee each individual served his/her constitutional rights. No practice that violates a person's legal rights should be condoned.
b. Any discrimination on the basis of race, sex, religion, or national origin in the identification, evaluation, and treatment of learning disabled individuals should not be condoned by members of DCLD.
c. Members of DCLD should assume responsibility for their roles as helping members of our society and should realize the significance the trust given to them because of their position to offer services to those in need. They should also present to the public a realistic picture of the limitations of the knowledge base and should not make the claim that they or members of their profession are able to solve all the intricate problems individuals with learning disabilities may manifest. Furthermore, no attempts should be made to promote personal gains by capitalizing in any way upon the educational and social needs of those with learning problems.
d. In keeping with the legal standards, members of DCLD should safeguard the confidentiality of information obtained during the process of identifying, evaluating, and/or delivering services to learning disabled individuals. The individual or their representatives should be consulted before information is released to other interested professionals.

3. Research and publications

Members of DCLD engaged in research activities should strive for improvement of services to those individuals designated learn-

ing disabled. All research activities should be conducted in the best interests of those individuals involved.

a. Those members engaged in research activities should inform the individuals involved concerning the nature of the activities, in all cases except those in which such communication is clearly not feasible. Each participant, with those exceptions, should have the right to decline participation in the research activity.
b. Ethical treatment of the data should be the concern of those engaged in research activities. It is their duty to maintain the highest standards of research practices and to report the findings accurately.
c. Members who publish the results of their research should strive to select and/or develop outlets for publications which represent quality in style, fairness in selectivity, and competence in research standards.

4. Professional Relationships

Members of DCLD should strive to enhance the professional relationships with their colleagues in their respective disciplines and with those colleagues representing other professions. They should strive to work in harmony and to avoid needless controversies that may hinder the quality of services to learning disabled individuals.

a. Members of DCLD should recognize the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines. They should make full use of the technical assistance, professional, and administrative resources of all disciplines. Channels of communication should be open so that no duplication of services or loss in quality of services may occur.
b. Members of DCLD should observe the Code of Ethics in all professional endeavors. If a member observes what s/he considers to be an unethical practice on the part of a colleague, s/he is obligated to attempt to rectify the situation. If informal measures fail, s/he should report the practices to the proper local, state, or national committees on ethical practices for DCLD members. Such committees of DCLD shall be obligated to investigate the practices reported to them and to apply corrective measures when such are indicated.
c. No members of DCLD should claim to offer services representing a skill(s) for which s/he is not properly trained. If s/he feels that it is necessary to offer services in more than one area, s/he is obligated to obtain the proper training in that area.
d. No members of DCLD should advertise or endorse a product in such a manner as to give the appearance of having the endorsement of DCLD.

COMPETENCIES FOR TEACHERS OF LEARNING DISABLED CHILDREN AND YOUTH

A major commitment of the Division of Children with Learning Disabilities (DCLD) is to provide standards of competence for professionals who teach learning disabled children and youth. Such standards of competence would pertain directly to all aspects of the instructional and management skills needed by teachers of the learning disabled. Toward that end, DCLD has appointed a committee to develop such a set of competency statements. This document is the fifth draft of the Competency Committee's work.

This document contains competency statements for the following areas: oral language, reading, written expression, spelling, mathematics, cognition, behavioral management, counseling and consulting, career/vocational education, educational operations, and historical-theoretical perspectives. In most instances, they are arranged according to a format which includes the categories *General Information, Assessment* and *Instruction.* This choice of format reflected the committee's opinion that most educational practitioners serving learning disabled persons will operate in a diagnostic-remedial role which emphasizes the relationship between assessment and instruction. The format was varied only for non-instructional area competencies, such as educational operations, counseling-consulting and historical-theoretical perspectives.

The statements presented in this document should be viewed as representing ideal standards for competence in all content areas which pertain to learning disabilities. These general competencies *are intended to serve as guidelines* for: (1) the development of teacher training programs in learning disabilities, (2) the establishment of certification standards for professionals in learning disabilities, (3) the development of employment criteria, and (4) the

establishment of criteria for monitoring onging professional practices. They *are not* intended as operational behavioral statements designed for immediate direct application for any of the above purposes. Their development to that degree of practical usefulness requires: (1) a clear delineation of the abilities which are required for specific occupational roles in learning disabilities, and (2) a determination of the level of proficiency in each competency area which is necessary for successful performance in specific positions. For example, teachers of the learning disabled who will be primarily responsible for working with pre-school language impaired children might need greater proficiency in the area of oral language than those who are assigned to elementary resource rooms where they work primarily with children failing in a variety of academic areas. Similarly, a professionally working with adolescents must have more expertise in the area of career/vocational education than teachers who work primarily with pre-schoolers. The generation of specific operational competencies from these general statements represents the next step in the development of a comprehensive competency document.

ORAL LANGUAGE

I. General Information

The teacher:

1. understands association learning, linguistically oriented, and cognitive theories of language
2. understands the physical, social, and psychological correlates of oral language
3. understands the normal sequence for language development, e.g., pre-linguistic stage, single word stage
4. is familiar with theories which involve the relationship between language and thought
5. understands the components of language structure, i.e., phonology, semantics, morphology, and syntax, as well as the interrelationships among them
6. understands the processes involved in the development of the sound system (phonology)
7. is familiar with the patterns of phonological errors in child production
8. is familiar with theories of semantic development
9. understands the normal sequence of vocabulary development
10. understands types of semantic deficiency which limit communication
11. is familiar with theories of syntactic development
12. understands the sequence of normal syntactic development

13. understands phrase structure grammar and transformational grammar
14. understands problems related to syntactic deficits
15. understands the clinical syndromes associated with speech and language pathology, e.g., aphasia, apraxia
16. is familiar with general approaches to the remediation or correction of speech and language problems
17. understands the socic/cultural influence on speech and language problems
18. is familiar with research sources pertaining to oral language development and problems

II. Assessment

1. can administer and interpret standardized language tests in the areas of phonology, semantics, morphology, and syntax
2. can develop, use, and interpret informal assessment instruments in the areas of phonology, semantics, morphology, and syntax
3. can analyze a spontaneous speech sample for phonological, syntactic and semantic components
4. can diagnose the language impairment associated with the conditions of aphasia, hearing impairment, mental retardation, severe emotional disturbance, cerebral palsy, and brain injury
5 can assess levels of ideation and use of context words, function words, linguistic forms, melody patterns, and articulation in total production
6. can differentiate between speakers of non-standard English dialects and language disordered children

III. Instruction

1. can select appropriate commercially available developmental materials and programs
2. can plan and implement a remedial language program which is specifically designed for individualized use and which interrelates all areas of language comprehension and production
   - 2.1 can use knowledge of language development to plan a remedial program
   - 2.2 can sequence programs in step-wise fashion from easy to difficult
   - 2.3 can use comprehended forms as a base for eliciting production
   - 2.4 can use linguistic forms in varied context
   - 2.5 can incorporate high interest and environmentally revelant material
   - 2.6 can set realistic goals
   - 2.7 can record progress systematically

3. can modify commercial materials and programs for use with mildly handicapped children
4. can use informal language stimulation techniques
5. can implement English as a second language program for bilingual or dialect speaking children
6. can plan and implement developmental instructional programs for language delayed children

READING

I. General Knowledge

A. Developmental Reading

The teacher:

1. understands basic theories related to the field of reading
2. understands how these theories influence the teaching strategies and the materials used in reading instruction
3. understands the physical, psychological, and environmental correlates of reading
4. understands the skills related to reading readiness
5. understands the sequence of skills leading to the development of the mature reader
6. understands the components, focus, and approaches associated with developmental reading programs
7. understands the relationship of developmental reading instruction to corrective and remedial reading instruction

B. Specialized Reading Instruction

1. Corrective Reading

1. understands that corrective reading instruction is as a system for planning and delivering classroom instruction to students who experience minor deficiencies in the elements of developmental reading
2. understands the type of student who will benefit from such instruction
3. understands systems that may be used to implement such instruction in the regular classroom, on an itinerant basis, or in a self-contained classroom

2. Remedial Reading

1. understands that remedial reading instruction is as a system for delivering intensive individualized instruction to students who have major reading

problems in word recognition, comprehension, and fluency

2. understands word recognition skills, including:
   - 2.1 context analysis
   - 2.2 sight words
   - 2.3 phonic analysis
   - 2.4 structural analysis
   - 2.5 dictionary analysis
   - 2.6 specialized vocabulary
3. understands various approaches to reading comprehension; these include:
   - 3.1 skills (locating main idea, inference, etc.)
   - 3.2 taxonomy of skills
   - 3.3 imagery
   - 3.4 models
   - 3.5 correlational
   - 3.6 factor analytic
   - 3.7 readability
4. understands comprehension skills, including:
   - 4.1 vocabulary
   - 4.2 semantics
   - 4.3 syntax
   - 4.4 imagery
   - 4.5 specific comprehension skills (locating the main idea, following a sequence, inference, noting detail, etc.)
   - 4.6 critical reading skills
   - 4.7 meaning in phrases, thought units, sentences, paragraphs, and discourse
5. understands the skills in reading fluency and reading rate involving both oral and silent reading
6. understands the interrelationship of reading skills development to other content areas, e.g., written and oral language, spelling, listening
7. understands the skills associated with problems in structure and syntax
8. understands the skills associated with problems in reading technical or content specific information

II. Assessment

A. Screening

1. has knowledge of appropriate instruments and techniques for general screening for reading
2. can administer and interpret such instruments and techniques
3. can identify those students for whom additional assessment and diagnostic evaluations are needed

B. Evaluation

1. has knowledge of the appropriate instruments and techniques for specific assessment of the student's level of reading achievement and the areas that warrant specific attention
2. can administer and interpret such instruments and techniques

C. Diagnosis

1. can select and administer formal and informal diagnostic instruments for those specific skills related to reading
2. can interpret diagnostic data to specify problems in reading
3. can use the formal and informal data to plan for appropriate reading instruction and intervention programs

D. Formative/Summative

1. can develop and use tests to monitor students' ongoing and final level of mastery

III. Instruction

A. Corrective Reading

1. can plan and implement, instruction for minor problems associated with gaps or deficiencies in the developmental reading process
2. can use materials to teach the developmental and corrective reading process, e.g., basal reading programs, sight word and phrase cards, specific skill development materials

B. Remedial Reading

1. can plan, and implement, intensive individualized reading instruction in the skill areas associated with remedial reading
2. can use special approaches related to intensive reading instruction
3. can use materials, approaches, and techniques that have application to specific types of reading problems
4. can plan and deliver instruction that will accomodate the development of reading skills in the content areas
5. can deliver instruction in the development of reading skills associated with problems in technical or content specific areas

6. can identify and secure the services of additional appropriate professional resources to meet specific needs
7. can design and deliver an individualized reading program to the student which assures appropriate progress, alterations, goal achievement, etc.
8. can work with others involved in the student's educational program to assure that instruction in reading is integrated into the whole curriculum and that appropriate progress is assured

WRITTEN EXPRESSION

I. General Knowledge

The teacher:

1. recognizes written expression as a method of conveying ideas or meanings
2. understands the components of writing readiness, e.g., eye-hand coordination, left to right progression, adequate oral and reading vocabulary skill, knowledge of syntax
3. understands the interrelation of creative writing skills with reading, spelling, and oral language
4. differentiates between penmanship and creative writing
5. understands the mechanical aspects of written expression e.g., punctuation, capitalization, spelling
6. understands the importance of sentence and paragraph writing
7. understands the chronology and sequence of development for written expression skills from 1st grade through 12th grade
8. understands the physical, social, and psychological correlates of written expression

II. Assessment

1. can administer and interpret standardized achievement tests of written expression
2. can administer and analyze diagnostic tests of creative writing
3. can use standardized measures of handwriting skill
4. can develop and use informal measures of student's written expression ability
   - 4.1 secure written sample
   - 4.2 error analysis—mechanics
   - 4.3 analysis of sentence and paragraph organization
   - 4.4 analysis of quality of content, e.g., ideas conveyed, conclusions drawn, appropriate use of words

4.5 analysis of grammar, i.e., verb usage, pronouns, modifiers, etc.
4.6 analysis of possible causes of errors, e.g., carelessness, haste, lack of knowledge

III. Instruction

1. can plan and implement an instructional program incorporating the basic components for writing
   1.1 purpose of composition
   1.2 arrangement of ideas
   1.3 compare and contrast skills
   1.4 organization of ideas
   1.5 types of prose, e.g., narrative, descriptive, expository, argumentation as well as poetry
2. can plan and implement a program which teaches handwriting both manuscript and cursive
3. can plan and implement a program which teaches the mechanical skills required in written expression, e.g., capitalization, punctuation, spelling, penmanship
4. can plan and implement writing tasks utilizing varied formats, e.g., letter, note, report
5. can teach proofreading and evaluation skills including: narrowing content, ordering ideas, focusing to convey important information, personalization through appropriate novel vocabulary and thinking responsibility for content accuracy
6. can coordinate written expression instruction with other content areas, e.g., reading, spelling
7. can plan and implement remedial programs in general language skills such as vocabulary development, reading comprehension, morphological usage

SPELLING

I. General Knowledge

The teacher:

1. understands the nature and rules of English orthography
2. understands different theories of teaching spelling
3. understands research related to the different spelling theories
4. understands various models of spelling behavior
5. is familiar with at least one scope and sequence of spelling skills
6. understands the importance of teaching spelling as part of a total language arts curriculum
7. has knowledge of the basic core of spelling words used in children's and adults' writing

II. Assessment

1. can administer and interpret the spelling sections of standardized achievement tests
2. can administer and interpret standardized diagnostic spelling tests
3. can administer and interpret informal and/or criterion referenced spelling assessment instruments
4. can construct and administer an Informal Spelling Inventory (ISI)
5. can conduct an error analysis from a written sample of a student's work or from the results of a student's performance on a standardized achievement or spelling tests
6. can determine which factors are affecting spelling performance, e.g., motivation, sensory deficit, language deficit, etc.
7. can determine which type of spelling techniques can be used most economically with the student

III. Instruction

1. can teach spelling skills using a planned sequence of activities
2. understands various approaches to teaching spelling
3. can utilize and when necessary, modify various commercial basal and remedial spelling programs
4. can use different procedures to monitor progress in the acquisition of spelling skill, e.g., charting, precision teaching, etc.
5. can apply inferences and generalization from research to teaching spelling
6. can integrate spelling as a naturalistic part of the total language arts program

MATHEMATICS

I. General Knowledge

A. Number Theory

The teacher:

1. understands all the concepts involved in numeration and counting
2. understands the concept of place value
3. understands the concepts and operations involved in converting from one base to another
4. understands both the Arabic and Roman numeral systems
5. understands the associative, commutative, and distributive properties of whole numbers
6. understands the concept of prime and composite numbers

7. can identify and explain common symbols used in mathematics
8. understands set theory

B. Addition and Subtraction

1. understands the computational process involved in adding and subtracting whole numbers
2. *understands the concept of regrouping as it relates* to addition and subtraction
3. knows the terms related to the operations involved in an addition and subtraction problem, e.g., : addends, minuend, etc.

C. Multiplication and Division

1. understands the computational process involved in solving multiplication and division problems
2. knows the terms related to the operations of multiplication and division problems, e.g., quotient, divisor

D. Fractions, Decimals, and Percentage

1. understands all the operations involved in adding, subtracting, multiplying, and dividing fractions, decimal numbers, and numbers expressed as percentages
2. understands all the processes involved in converting a number from one form to another—e.g., a fraction to a decimal, a decimal to a percent, etc.

E. Geometry

1. understands simple common plane geometric figures, e.g., square, circle, triangle, and understands the processes used in determining perimeter and area of these figures
2. understands common solid geometric figures, e.g., cube, sphere, and understands the process used in determining the area and volume of each

F. Measurement

1. understands all the concepts involved in measurement of: time, linear planes, weight, liquids, and temperature
2. understands the metric system
3. understands the concepts and processes involved in constructing simple charts and graphs

G. Money

1. understands the U.S. monetary system

H. Verbal Problem Solving

1. understands the variables that contribute to difficulty in verbal problem solving, e.g., reading level, level of syntactic complexity, distractors, etc.

II. Assessment

1. can administer and interpret the mathematical portion of standardized group achievement tests

2. can administer and interpret the mathematical portion of individual standardized achievement tests
3. can administer and interpret standardized diagnostic tests
4. can take a scope and sequence in each mathematical area and develop and administer an evaluation instrument that is based upon it
5. is familiar with several procedures which can be used to assess a student's attitude toward mathematics
6. is familiar with methods for conducting error analysis
7. is familiar with procedures used for determining a student's verbal problem solving ability

III. Instruction

The teacher:

1. can teach a specific mathematical skill by developing and following a planned sequence of activities
2. can evaluate, utilize, and/or adapt commercial mathematical programs and materials
3. can use appropriately and effectively a variety of manipulative mathematical materials, e.g., number line, counting blocks, cuisenare rods, to teach a specific skill
4. is familiar with different conceptual and theoretical approaches to mathematics instruction
5. is familiar with non-traditional ways of teaching algorithms, e.g., "trachtenberg" methods of addition, "equal addition method" for subtracting
6. can teach practical application of math concepts, e.g., liquid measurement as it relates to cooking, linear measurement as it relates to carpentry, time as it relates to the student's daily schedule

COGNITION

I. General Knowledge

A. Nature of Thought

The teacher:

1. understands various theories regarding thought and process of thinking
2. can compare various theories with respect to explanation of observed behavior

B. Piagetian Theories

1. understands the implications of a stage theory such as Piaget's and can compare it with age theories
2. understands the mechanisms for acquiring knowledge at each stage, e.g., sensorimotor, preoperational, concrete operations, formal operations

3. can predict differences in behavior using Piaget stages for exceptional learners
4. can compare Piagetian and psychometric approaches to intelligence

C. Association Theory

1. understands the implications of association theory and can analyze learning situations into stimulus and response components
2. can distinguish the roles of contiguity mediation, and reinforcement in association learning
3. can apply association theory to concept formation tasks considering the variables making up concepts
   - 3.1 attributes and salience of attributes
   - 3.2 complexity in number of dimensions
   - 3.3 class concepts
   - 3.4 preferred dimensions
   - 3.5 abstractness
4. can analyze learning tasks of various types in terms of association theory
5. can explain and predict differences in learners as a function of
   - 5.1 general ability or intelligence differences
   - 5.2 age differences
   - 5.3 motivational differences
   - 5.4 cognitive style differences
   - 5.5 sensory capacities

D. Information Processing Theories

1. understands the implications of information processing theory as a model of human intelligence
2. can describe methods of solving problems, such as means-ends analyses and algorithms or heuristics
3. can apply the above techniques to children's learning problems

E. Gestalt Theories

1. understands theories which view learning wholistically and can analyze
   - 1.1 discovery learning
   - 1.2 perceptual arousal
   - 1.3 creative or original responses
2. can describe several methods or types of learning
   - 2.1 insight problems
   - 2.2 search problems
   - 2.3 functional fixedness

F. Theories of Intelligence

1. understands Q-factor theory intelligence, "g" and special abilities

2. understands the Guilford factor-analytic models of intelligence
3. can explain differences in behavior of learners using these two theories

II. Assessment

A. Formal

1. can administer and interpret standardized tests of intelligence
2. can interpret results of intelligence tests administered by other personnel

B. Informal

1. can devise tasks which reveal children's skills at problem solving, inferential thinking, and concept development

III. Instruction

A. General

1. can incorporate information regarding cognitive development into general instructional programming
2. can teach conceptual skills such as: deductive and inductive reasoning, problem solving skills, inferential reasoning, logical thought, categorization and classification skills

BEHAVIORAL MANAGEMENT

I. General Knowledge

The teacher:

1. understands general theoretical positions related to
   1.1 theories of learning
   1.2 theories of personality and psychopathology
   1.3 child development (normal and atypical)
2. understands the relationship between academic and social/emotional expectations and classroom behavior problems
3. understands varied approaches to altering behavior

II. Assessment

1. can define target behaviors
2. can apply knowledge of normal and atypical development to behavioral assessment
3. can obtain general and specific information by interpreting students' permanent records
4. can obtain general and specific information through observation
5. can use observational techniques such as
   5.1 automatic recording

5.2 analysis of permanent products
5.3 observational recording, e.g., anecdotal recording, event recording, time sampling

6. can obtain information through interviewing techniques
7. can obtain general and specific information through the use of behavioral checklists and inventories
8. can devise and use a teacher made behavioral checklist
9. can obtain general and specific information through interactional analysis
10. can use and interpret interactional techniques such as sociometrics, Dyadic Interaction Analysis, and ecological assessment
11. can obtain general and specific information by analyzing the physical environment
12. can obtain general information through the use of standarized tests
13. can obtain general information from reports of testing and observations, written by ancillary professional personnel
14. can utilize assessment information obtained from personality measures
15. can record behavioral information in an accurate, systematic manner
16. can identify patterns in the environment by noting specific behaviors, antecedent events and consequences
17. can organize behavioral information into testable hypotheses
18. can accurately report behavioral information in a written report
19. can identify those behavior problems which can be managed within the classroom and those that should be referred to ancillary professionals

III. Intervention Strategies

1. can use remedial instructional procedures to modify behavior
2. can apply behavior modification programs appropriately
3. can counsel children with emotional problems
4. can apply melieu therapy techniques in immediate classroom situations and over extended period of time
5. can apply rational/cognitive therapeutic strategies,
6. understands and can apply projective and media oriented therapies such as art, music, and play therapies, puppetry, and role playing
7. can plan cooperatively with professionals trained in implementing various therapies
8. can use affective curricular materials

COUNSELING AND CONSULTING

I. Consulting with Teachers and Administrators

The teacher:

1. must have knowledge about working with exceptional children in school settings involving handicapped and non-handicapped students
2. is able to establish lines of communication with regular educators and school administrators
3. is able to establish and maintain rapport with teachers and principals in order that s/he can exert influence and consequently function as a change agent on behalf of handicapped students
4. is able to determine the philosophy of a school relative to management, administrative policies and operational procedures, and be capable of maintaining behavior which is consistent with such policies and procedures
5. is able to effectively utilize resources and consulting skills to complete consultation tasks with teachers and/or principals
6. can employ effective interviewing skills
7. can determine needed and available human and non-human resources at the building and district level applicable to staff development activities
8. can provide interpretation for teachers pertaining to research, evaluative reports and ongoing programs of learning disabled students
9. can detect instructional problems being encountered by teachers and students
10. can employ varied staff development techniques, e.g., schedule individual conferences, demonstrate teaching skills, arrange for teachers to visit other classrooms, dessiminate information
11. can interpret expressed and observed staff needs to appropriate administrators
12. can provide regular educators with useful information about mainstreamed learning disabled children
13. can provide regular educators with usable and realistic teaching suggestions for mainstreamed learning disabled children
14. can use tact and courtesy in reorganizing and overcoming regular educator's resistances to programming for exceptional children

II. Consulting and Counseling with Parents

The teacher:

1. can establish and maintain rapport with parents
2. can develop and maintain channels of communication with parents with regard to their child's social, physical and academic progress
3. can effectively conduct parent conferences
4. can develop and supervise instructional and/or management programs using parents as intervention agents
5. can plan and conduct effective and efficient parent meetings
6. can understand and follow proper due process proceedings with regard to assessment, placement and programming for a student
7. can involve parents in a meaningful way in the development of the student's Individualized Education Program
8. can assist parents in developing realistic expectations for their child and/or adolescent in academic and occupational areas
9. can direct parents to community and governmental agencies, volunteer and non-profit groups and parent organizations which provide supportive services to learning disabled students

III. Consulting and Counseling with Children

1. can establish and maintain rapport with children
2. can involve children in educational decision making
3. can act as child advocate and insure each child's optimal education in a least restrictive environment
4. can use counseling techniques to help children overcome specific problems in the classroom

CAREER/VOCATIONAL EDUCATION

I. General Knowledge

A. Knowledge of Individual Characteristics

The teacher:

1. is aware that each individual has unique patterns of abilities and limitations which affect career/vocational decisions
2. is aware that each individual has unique attitudes, interests and values which affect career/vocational decisions

B. Knowledge of Career and Occupation Opportunities

1. has comprehensive knowledge of a wide variety of occupational families
2. knows the abilities required in specific vocations or occupational families
3. knows the baseline interpersonal and functional skills which are required for vocational success
4. has a reasonable understanding of the technological, economic and social forces which influence current and future employment opportunities
5. can relate knowledge of specific vocation requirements to each individual's abilities, interests, and values
6. is familiar with resources which provide current information about career opportunity
7. is familiar with resources which provide students with direct experience in various vocations
8. s familiar with the content covered on the General Education Development Test

II. Assessment

1. can administer and interpret standardized vocational/career interest and aptitude tests
2. can make informal assessments of vocational/career interests through observation and interview skills
3. can coordinate information obtained through a comprehensive assessment of intellectual, scholastic, physical and social abilities with interests and attitude surveys to develop realistic vocational options for each child

III. Instruction

1. will provide information pertaining to a variety of career opportunities
2. will provide opportunities for students to make onsite observations of various occupations
3. will relate career/vocational instruction to child's physical, mental, social and scholastic level of development
4. will encourage group exploration and discussion of various career/vocational opportunities
5 will counsel individuals to help them make realistic vocational decisions based on their abilities and interests
6. will help students understand and develop the specific skills necessary for career entry, e.g., typing, filing
7. will teach practical job securing skills when necessary, e.g., interview behavior, completion of job application forms

8. will teach self-help skills which affect employment opportunities, e.g., grooming, appropriate dress, use of handkerchief instead of sleeve
9. will teach daily living skills which affect career decisions, e.g., budgeting of money, best use of time, importance of rest and nutrition
10. will teach family management skills, e.g., family planning and child rearing, food selection and preparation, purchasing decisions
11. will provide opportunities to practice cooperative interaction with others in simulated or real work situations
12. will provide opportunities for the development of effective leadership skills.
13. will relate successful employment to acceptance of responsibility for own behavior
14. will relate successful employment to feelings of personal satisfaction about accomplishments
15. will help students develop the skills needed to pass the General Educational Development Test

EDUCATION OPERATIONS

I. Assessment

The teacher:

1. is able to establish rapport during assessment
2. has knowledge of normal and atypical developmental patterns and can relate this knowledge to assessment
3. can determine the nature of the information to be supplied by assessment
4. can assess students' interest areas, motivational levels and responsibilities to particular avenues of instruction
5. understands the concepts of reliability and validity and can identify these items in instruments
6. can select appropriate tests and measures in each instructional area after weighing the purpose of the assessment, information provided in test manuals, and evaluation and research data provided in the literature
7. can devise informal devices when formal instruments are not available or appropriate
8. can develop a scope and sequence of specific academic and/or social skills
9. can task analyze behaviors and skills
10. can logically sequence an assessment battery for maximum effectiveness and efficiency

11. can modify assessment devices and procedures as necessary
12. can organize testable hypotheses from assessment results
13. can present a written report of assessment results
14. can conduct on-going formative evaluations of students' progress
15. can utilize on-going formative evaluations to effect appropriate changes, goals, and objectives for students in teaching methods and/or in instructional materials

II. Materials

The teacher:

1. can determine student needs to be met by curricula
2. can use resources such as computer retrieval systems to locate and secure commercial programs and materials
3. can perform static evaluations of curricular materials
4. can select commercial materials whose objectives match the students' diagnosed needs
5. can select the appropriate content and/or level of material to meet students' diagnosed needs
6. can determine areas of materials and other resources which require adaptation and revision
7. can produce own material when necessary
8. can design and/or select devices appropriate for dynamic (or process) evaluation of material effectiveness
9. can communicate the results of materials efficacy studies

III. Audio/Visual

1. can identify and select A/V media appropriate for stated instructional objectives
2. can operate various media equipment, e.g., filmstrip projector, dry-mount press

IV. Environment

1. can identify variables which influence learning in the school and classroom environment
2. can arrange the school environment to maximize teaching efforts and enhance learning, e.g., seating arrangements, interest centers
3. can select the educational placement which best meets each child's specific needs

V. Instruction

1. can plan and implement a sequential remedial program for a student
2. can establish long and short term goals in each academic area

3. can write behavioral objectives for each goal
4. can plan and sequence activities which will accomplish each objective
5. can teach skills by following a planned sequence of activities
6. can develop lesson plans using various formats
7. can secure appropriate instructional materials for the planned activities
8. can develop a scope and sequence in each academic area i.e., spelling, written expression, etc.
9. can manage each student's individualized education plan to assure appropriate progress, goal achievement, etc.
10. can plan integrated programs with regular educators for mainstreamed students
11. can incorporate both formative and summative evaluation into the diagnostic teaching process
12. can incorporate multidisciplinary data into instructional programming
13. can formulate recommendations to maximize the student's education in the regular class setting
14. can deliver an individualized education program on a tutorial one-to-one basis as well as in a group setting
15. can make constructive use of teacher aids and volunteer assistants in planning and implementing instructional programs

VI. Research

1. can critically evaluate research data presented in journals and other publications
2. can plan and implement research projects
3. can report research results in publications or oral presentations

HISTORICAL-THEORETICAL PERSPECTIVES

I. History of Learning Disabilities

The teacher:

1. can identify early contributors to the field of Learning Disabilities
2. can trace the historical development of the field of Learning Disabilities

3. can explain various philosophical positions that have influenced thinking in the field of Learning Disabilities and identify persons associated with each philosophical position
4. can explain the major court decisions that have impacted the field of Learning Disabilities
5. can explain federal legislation that has had an effect on the field of Learning Disabilities
6. can explain state legislation pertaining to Learning Disabilities

II. Program Models

1. can explain pertinent program models employed in delivering services to learning disabled children
2. can explain various roles that Learning Disability personnel can have
3. can explain various instructional arrangements used with Learning Disabled children

III. Professional Organizations

1. is aware of various professional organizations in Learning Disabilities
2. belongs to and participants in the structure and organization of professional organizations in Learning Disabilities